

CHAPTER - VII

REVIEW, MAJOR FINDINGS, DISCUSSION,
EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

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7.1.0 Review

The progress of a nation depends largely on education. Education is a human process, which involves the teacher and the taught. Teacher is the kingpin of this process. His commitment, devotion counts a lot. The quality of education solely depends upon him. In this context, Kothari Commission (1964-66) has remarked that, "Of all the different factors which influence the quality of education and it's contribution to national development the quality, competence and character of teachers are undoubtedly the most significant".

From literature it is evident that, in recent years probably no professional group has been criticised as frequently or as intensely as teachers. The list of grievances is long. Our society perceives the present generation of teachers, as mercenary; unprofessional; irresponsible and lacking in the dedication and commitment which teachers of previous generation were reputed to possess. (Misra, 1986, Raza & Fernandes, 1987). If it is true, it must be a great concern. Something must be seriously wrong somewhere if a sizeable portion of the community lacks motivation and commitment to it's profession.

In this context a good beginning has been made in our country to study the social and psychological aspects of teaching profession. Misra (1986) studied "Meaning in life, stress and burnout of secondary school teachers of Calcutta" and found 55.6% of teachers out of the total sample are working under stress. Teacher 'stress' and 'burnout' have become problems of increasing public and professional concern in west. The phenomenon of burnout does not seem to be confined to west only. Misra's study (1986) reveals that as many as

30% of Calcutta Secondary School teachers experience high burnoutness.

In short, the impact of stress and burnout on the quality and consistency of education is easily imagined. In the face of growing public criticism, we should try to understand why young enthusiastic teachers turn into bored and aloof professionals in a very few years of time? Why many of our teachers are apathetic and uninvolved and make no effort to improve their scholarship? While some others, placed in the same working milieu are enthusiastic, committed and show a constant desire to grow professionally.

In this context probably work-orientation of teachers plays vital role. What motivates these teachers in their work is not for mere subsistence but for transforming their environment for a better living. The work becomes 'ingrained' in their 'selves'.

On contrary, there are a group of teachers, who are not committed to their work. They cannot face boldly the challenges of the environment, become frustrated and subsequently burnt out.

There is also a general trend of losing one's purpose/meaning in life in 20th century human kind. Viktor Frankl asserts that each person needs to find meaning in his/her own existence which is unique. This 'will to meaning' is fulfilled through self transcendence. A self transcendent life is directed to something other than the self, a cause to serve or another person to love. Does this widely prevalent attitude, 'the malaise of the modern age' affect the present teachers? Does the meaning in life affect the work orientation of teachers? Is it that those who have a high score in meaning in life are also positively oriented to work? Do teachers suffer because work exposes them to emotionally laden situations?

That conceptually if we think deeply, we may try to find the factors contributing to the person high in work orientation (Ach.Ori), institutional ethos may be one but the basic factor is meaning he attaches to his job. If the person is burnt out then his work-orientation will be not from self-motivation but from ascribed role. The person having high score in meaning in life will manifest greater concern in work orientation.

Teacher-educators as a group of whole teaching community are not free from these maladies. Nation expects a lot from them, because they are the real architect of quality teachers. If they do not have high meaning in life or are burned out or lack in work-orientation then they may not be able to produce better teachers.

Therefore, the investigator decided to find out through statistical devices the relationship between meaning in life and work orientation and through case studies factors contributing to the meaning in life and work-orientation, high burnout and work-orientation of teacher-educators of Orissa.

Objectives of the study

Following were the objectives of the study:

1. To identify the teacher-educators with high in meaning in life score and low in meaning in life score in order to study their differential work-orientation and burnoutness.
2. To find out the relationship between meaning in life and work-orientation of teacher-educators.
3. To conduct case studies of teacher-educators high in meaning in life score and low in meaning in life score and their respective burnoutness and work-orientation patterns with a view to developing individual profiles to find out factors affecting it.

Method - The present investigation comes under the category of survey research. In the words of Kerlinger (1973), "It focuses on people, vital facts of people, and their beliefs, opinions, attitudes, motivations and behaviour.

The present study attempts to survey teacher educators of Orissa. It attempts to relate their meaning in life to work orientation and to find out the factors leading to high meaning in life and low meaning in life and high and low burnout.

The present investigation comes under the category of time specific, proximal research. The aim of the study was to gain in-depth understanding of meaning in life, burnoutness and work orientation of teacher educators of Orissa in order to develop few individual profiles.

Sample

The investigator did not attempt probability sampling but took the total population of teacher educators of Orissa. The educators serving in teacher training colleges, meant for preparing teachers for secondary schools in Orissa comprise the population.

Tools used

The following tools were used to study meaning in life, burnout and work orientation of teacher educators of Orissa.

1. Demographic data sheet
2. The purpose in life test
3. The Human services survey (MBI)
4. The work orientation inventory
5. Openended interview schedule.

Demographic data sheet was used to bring information regarding sex, age, marital status, qualification and length of full - time teaching experience.

The purpose in life test (PIL) by Crumbaugh and Maholick (1969) which was specifically designed and has been widely used for measuring Frankl's concept of existential vacuum was used to measure meaning in life. The PIL consists of 20 Likert-type items with 7 response alternatives ranging from 1(low purpose) to 7(High purpose). It is a non-timed attitude scale and the total score is the sum of the numerical values checked for the 20 items.

Burnout was measured by the Maslach Burnout inventory (MBI) constructed by Maslach and Jackson (1981) - the most popular and widely used scale in burnout research. The MBI consists of 3 subscales to assess the three aspects of the burnout syndrome - Emotional Exhaustion, Depersonalisation and Personal Accomplishment. Each subscale has two dimensions - frequency and intensity. The MBI is a 22 - item likert-type rating scale to be rated on a 6-point scale for frequency and a 7-point scale for intensity. The scores for each subscale are considered separately - there is no total score. A high degree of burnout is reflected in high scores on the Emotional Exhaustion and Depersonalisation sub-scales and low score on the personal Accomplishment subscale.

Work orientation inventory constructed by Indiresan (1986) was used after adoption by the investigator to measure work orientation of teacher educators. The inventory consists of two sub-scales to assess the two types of orientation i.e. achievement orientation and affiliation orientation. It is a 24 item likert type rating scale to be rated on a 4-point scale for two types of orientation. The scores for each sub-scale are considered separately. A high score in any of the sub-scale indicates stronger orientation in that orientation of work.

The test-retest method was used by the investigator to find out it's reliability. The coefficient of correlation was found to be .78 in between two trials indicating a significant relationship. This relationship indicates a satisfactory reliability of the inventory.

The construct validity of the inventory was supported by the inter-correlation of the two subscales. Both the subscales were negatively related indicating their efficiency to measure the theoretical construct.

Data Collection

The data were collected in three phases. In the 1st phase a pilot study was undertaken involving 60 teacher educators to find out the reliability of work orientation inventory. The inventory was administered to 60 teacher educators of six teacher training colleges of Orissa selected at random. After a gap of sixteen days the inventory was re-administered and data was scored. The reliability and validity of the inventory was established.

In the IInd Phase, the demographic data sheet, purpose in life test and Human services survey (MBI) and work orientation inventory were administered.

The investigator personally collected data from each teacher educator. After the data was scored and analysed, on the basis of meaning in life scores, the extreme cases were located and case studies of eight selected teacher educators were made.

Analysis of Data

The data was analysed by using frequency, percentage and non-parametric statistics like chi-square test and contingency coefficients. As the instruments utilised in the study were likert type attitude scales and inventories which are basically, ordinal scales, non-parametric statistics were indicated. Non-parametric measures were also the most appropriate techniques to find out the relationship between the variables like high and low in meaning in life and categories of work orientation and burnout.

The scores were grouped into three categories on the

basis of quartiles - scores lying below the first quartile (Q_1) were included in low category; scores between Q_1 and Q_3 were included in the moderate category; and score above Q_3 formed the High category.

7.2.0 Major Findings

Major findings of the study with regard to meaning in life, burnout and work orientation of teacher educators of Orissa is given below according to the objectives of the study.

Meaning in life - The level of meaning in life of the sample in the present study as measured by purpose in life test is low - the mean = 97.39 is lower than the mean PIL scores of normal populations of other available studies which range from 110.03 (Yarnel, 1971) to 119.00 (Crumbaugh and Maholick, 1964) and also lower than the mean PIL of Calcutta teachers. (Mean = 100.86, Misra, 1986)

Level of Burnout

Emotional Exhaustion subscale

Frequency (EEF) : Mean = 24.31

Intensity (EEI) : Mean = 27.53

The mean emotional exhaustion of the sample is more than the original MBI norm mean (EEF = 24.08)

The mean emotional exhaustion intensity of the sample is lower than the original MBI norm mean 31.36. The teacher educators of Orissa have a higher degree of burnout in frequency dimension of emotional exhaustion subscale but they have a lower level of burnout in intensity dimension of it.

Depersonalisation subscale

Frequency (DF) : Mean = 6.72

Intensity (DI) : Mean = 8.84

The mean Depersonalisation of the sample is lower than the norm mean of original MBI sample (DF:9.40, DI:11.71). The teacher-educators of Orissa have a lower degree of burnout in the Depersonalisation subscale.

Personal Accomplishment subscale

Frequency (PAF) : Mean = 28.35

Intensity (PAI) : Mean = 33.84

The mean personal accomplishment of the present sample is lower than the norm mean of original MBI sample (PAF:36.01; PAI:39.70). The teacher-educators of Orissa thus have a high level of burnout in the personal accomplishment subscale.

Work-Orientation

The teacher-educators high in meaning in life (PIL =112 and above) showed achievement orientation (Mean = 39.13) in work-orientation and the teacher-educators low in meaning in life (PIL = 84 and below) showed affiliation orientation in work-orientation (Mean = 36.52)

The teacher-educators high in meaning in life have a mean score of 15.65 in affiliation orientation whereas the teacher educators low in meaning in life have a mean score of 16.31 in achievement orientation.

It indicates that there exists a significant difference in the work-orientation of high and low in meaning in life group.

Achievement orientation : $t = 41.34$

Significant at .001 Level of Significance

Affiliation orientation : $t = 28.78$

Significant at .001 Level of Significance

Relationship between Meaning in life and Burnout.

There exists a significant negative relationship between meaning in life and all the three burnout subscales in both the frequency and intensity dimensions.

Meaning in life and Emotional Exhaustion

Frequency: $\chi^2 = 159.46$ with 4df $P < .001$

Intensity: $\chi^2 = 155.98$ with 4df $P < .001$

Meaning in life and Depersonalisation

Frequency: $\chi^2 = 157.66$ with 4df $P < .001$

Intensity: $\chi^2 = 155.98$ with 4df $P < .001$

Meaning in life and personal Accomplishment

Frequency: $\chi^2 = 62.55$ with 4df $P < .001$

Intensity: $\chi^2 = 84.25$ with 4df $P < .001$

Factors emerged from case studies

The below mentioned list gives an indication of the factors affecting meaning in life and burnoutness of teacher educators of Orissa

1. Emotional deprivation or starvation
2. Unfulfilled family life
3. Lack of human relationship
4. Hardwork, strain without reward
5. Extreme sense of affiliation
6. Insecurity of job.

7.3.0 Discussion

In the following para, some discussion emerging out of all the findings is given. The idea of meaning in life and burnout has originated from Viktor Frankl's outstanding

treatise ("Man's search for meaning" and his related work - "Unheard cry for meaning," "Unconscious God" etc.). This abstract idea and the third Viennese school of psychology has been given a greater thrust by Frankl's own treatment of patients and by two professors who went on the direction of testing and diagnosis of glow on, rust out and burnout persons. Dr. Eric Klinger based on his research, wrote the present volume 'Meaning and void' and Maslach presented inventories and results.

The investigator in the discussion intends to present his findings in relation to other studies and also in relation to the views of above thinkers.

The present study shows a comparatively low level of meaning in life of the teacher-educators of Orissa. Teacher educators in Orissa as a professional group, appear to be less satisfied with their job due to lack of money, power and social status. This feeling affects their life, therefore, it is likely that they do not consider their lives to be meaningful. Furthermore, it is significant to note that, the position of teacher-educators in Orissa is different from the college teachers working in general colleges. This disparity in their social position provides stuff to think their lives as less meaningful. As rightly emphasized by Frankl that:

'Life does not present one with meanings; life merely is. The meaning comes from full involvement with life; from self-awareness and awareness of others'.

From the case studies, it is observed that many teacher-educators experience a feeling of despair, a lack of involvement with their work and fail to derive meaning from it. Some of them consider that they are working for work sake only. But if one is not totally involved in his work, it is obvious that he may not derive meaning. Pandey (1972) opines:

'Experiencing constant dissatisfaction with a job has many repercussions for individuals. Adjustment to work as well as in personal and social life and may have negative impact on individual's total personality. On the other hand a person spending major portion of his working hours with satisfying job or occupation may have a sense of accomplishment, success and self-actualisation'.

The study shows that the burnout of teacher-educators of Orissa is more or less equivalent to the MBI norm mean in frequency dimension of **Emotional Exhaustion** subscale and lower than the MBI norm mean in intensity sub-scale. Emotional exhaustion arises from too much of emotional involvement and frustration. It is possible that teacher educators at times they may have high involvement which caused emotional exhaustion. This finding corroborates to the observation of Frankl that :

'Lack of meaning or purpose is indicative of emotional maladjustment. Since Freud and Adler had to deal with neurotic patients - that is to say, with people frustrated in their will to meaning - it is understandable that they thought that man is motivated by the pleasure principle and the striving for superiority respectively. Actually the will to power and what one might call a will to pleasure are substitutes for a frustrated will to meaning.'

In both the dimensions of Depersonalisation sub-scale also the sample mean is much lower than the norm mean of original MBI sample. Depersonalisation occurs due to lack of family and social relationship. However the teacher educators have adequate family relationship and social contact. But family ties are of two types; (a) **stronger inner bond**, (b) **stronger outer bond**. What it seems, that the teacher educators have a stronger outerbond without the fulfilling innerbond. In India, families have strong ties of blood relationship and peoples have duties and rights. When a person only has to perform duty without corresponding right

to enjoy love, affection and feedback, he feels burnout. With the custom of dowry in terms of money, gold etc. the teacher educators manifest burnout feeling in their private lives - which indirectly - affects professional life.

The present sample, have a lower mean score in the personal accomplishment sub-scale compared to the original MBI norm mean (PAF:36.01; PAI:39.70). The factors like inadequate salary, lack of social status, respect or power undermines the sense of personal worth. Feeling of personal accomplishment will also depends upon opportunities and facilities. In our existing educational structure external incentives are very poor. Even one cannot think of getting a promotion in his life time. The meritorious persons after hard working for some years, when they find labour goes unrewarded, ceases their work in the manner performed earlier. Rather they work in a manner for keeping the job alive. This fact confirms to the observation of Klinger.

'performing the job is now no longer aimed at positive attractive incentives such as advancement, glory, stimulation, feeling effective or expressing oneself but rather at not losing a pay cheque, not losing the respect of spouse or relatives, or not having to give up one's house. The goal is no longer to get as much out of the job as possible but rather to do just enough to keep the job'.

The present study indicated a significant negative relationship of meaning in life with burnout; confirming the assumption of the study derived from Frankl and Klinger that:

'meaning helps to tolerate occupational hazards and prevent burnout and those who experience less burnout in their occupation find life more meaningful'.

The present study indicated that there exists a significant difference in work-orientation of people. The

person having high in meaning in life showed achievement orientation whereas person having low in meaning in life showed affiliation orientation. Meaning in life has direct bearing on one's work. This finding corroborates the finding of Cherington (1980) that :

'Adults differ in their work orientation and it can be attributed to their development experiences of early childhood and present work environment. This difference in work orientation further reaffirms the Frankl's contention that, this meaning of life can be discovered by doing a deed or accomplishment or achievement'.

The correlational results derived from the inventories (paper & pencil tests) show a broad, general trend but not a complete picture of the factors which lead to burnout and difference in work orientation. The need to go deeper into the area focussed by the statistical results to derive a conceptual relationship led to the case studies.

The following trends were noticeable from the case studies.

A clear factor emerged from the case studies that people lose meaning due to **emotional deprivation** or **starvation**. Man needs a minimum level of emotional satisfaction for his existence. If he receives it then his life becomes meaningful. Through this emotional bond he loves someone and also he is loved by him. Frankl asserts that :

'Love is the only way to grasp another human being in the innermost core of his personality. No one can become fully aware of the very essence of another human being unless he loves him. By the spiritual act of love he is enabled to see the essential traits and features in the beloved person; and even more, he sees that which is potential in him; which is not yet actualised but yet ought to be actualised. By becoming aware he makes his life meaningful.'

The finding of this factor is also confirms the finding of Misra's study (1986) that emotional deprivation leads to affect in loss of meaning of a person. Loss of meaning in life is the result of extreme sense of affiliation and fear, loss of idealism and disillusionment with the socio-political system including the sub-system of education; of frustrations from unfulfilled ambitions and goals and being forced by poverty or circumstances to take up an occupation for which there is no genuine liking; of frustration in personal life arising from failure in finding a suitable life partner or from an indifferent or unhappy marriage. Loss of meaning also comes from inability to open up or relate to people. And finally lack of strong human relationship also contribute to meaninglessness (Misra, 1986)

Absense of a genuine liking for teaching; lack of identification with the institution; certain personality factors like inability to adjust, inability to relate to or communicate with people, leads to burnout. Schwab, Jackson and Schuller concludes that :

'As a consequence of job-conditions, many teachers are finding that their feelings about themselves, their students and their profession are more negative they were initially. These teachers were susceptible to developing chronic feelings of emotional exhaustion and fatigue, negative attitudes toward their students and a loss of feeling of accomplishment leading to job burnout'.

The study shows that the teacher educators high in meaning in life are working with achievement-orientation and teacher educators low in meaning in life are working with affiliation-orientation. It implies that meaning is playing a significant role in determining one's orientation to work. This finding suggests that those who are disliking their job, they are working for work sake only. In this context, Klinger affirms that :

'The disliked job, for instance, may still be useful for fending off poverty and living in society may still be preferable to leaving friends, family and mothertongue for a society elsewhere. A disliked job can be routinized, for instance and if the person feels fairly secure in it, it may have very little power over the person's respondent processes. On the job, the person may continue to turn in a possibly satisfactory performance by virtue of routinely attending to and having the right thoughts about the minimum operations necessary to get by'.

One of the factors emerged from the case studies is insecurity of job. In Orissa the situation in relation to service security is quite problematic. P.Sc confirmed teacher-educators, teacher-educators on adhoc basis and teacher-educators completely under the private management are there. Those who are on adhoc, they are not sure about their confirmation whereas the teacher-educators under private management are uncertain about their future. Hence this feeling of insecurity of job affects their meaning in life leading towards burnoutness and affiliation orientation in work.

Conclusion

It appears to the investigator that the field of meaning in life and burnout is like an ocean which is the core of human existence and societal welfare and this study is just like a drop in the ocean.

The field of such research is at it's beginning stage in India and quite a number of studies will help the field of teacher education. The following are the suggestions for the further study offered with a view to continuing research studies in the area of meaning in life, burnout and work orientation:

7.4.0 Educational implications and suggestions for further studies

1. District wise and state wise profiles of the teacher-educators in meaning in life, burnoutness and work orientation be prepared. Such profiles will help to locate the cases of extreme burnout-ness and rustout-ness among teacher-educators.
2. Psychological input courses should be prepared for remedial treatment to the burnout teacher-educators.
3. Indepth case studies of the burnout's in terms of their family background, their institutional climate and classroom interaction be made.
4. Special provision of encouragement to the glow-on teachers be prepared and the case studies of glow-on teachers should be conducted.
5. An indepth study of rust-out teacher-educators be conducted and the psychological input courses be prepared and tried out.

In other words Education Departments of Universities should direct researches in this area and the State Education Department should try to think of new rules of recruitment, promotion, incentives for teacher educators.

The infrastructural facilities in terms of enhancing reading, writing, discussion and publication should be thought out by the administration to continue the flame burning in a light giving way.

If a single teacher-educator is burnout (and there are quite a number of them) he will make hundred teachers burned out and each teacher will influence thousand of students. So the impact will be great and before such an effect is felt, the State Education Department must do something, must prepare psychological courses of treatment.

What about glow-on teachers who give light and life to others? Some incentive, feedback, appreciation should be prepared by the State Education Department. Each teacher training college should treat the burnout teacher-educator with sympathy and counsellor's approach, and each teacher-training college should involve the glow-on teacher-educator in many life giving activities of the institution.

The emerging further research problem can be like this :

1. Case studies of burnout teacher - educators of Orissa.
2. Case studies of rust-out teacher-educators of Orissa.
3. Case studies of glow-on teacher-educators of Orissa. and any other state,
4. Preparation of psychological input treatment for burnout teacher-educators.
5. Preparation of psychological packages for rust-out teacher-educators.
6. A study of burnoutness, anxiety, stress and emotional deprivation of secondary school teachers in Orissa and in each state.
7. A study of glow-on teacher-educators and their work orientations.
8. A study of work place behaviour of teachers and factors affecting it.

Studies on Meaning and Burnoutness among teacher-educators have quite started in India but a greater number of studies will open a new arena of vital reforms in the system and of creating supportive ethos in Institutions; for, if teacher-educators are quite rich

in "Meaning" (glow-on) people then they will make the teachers of the country glow-on persons and these teachers in their turn will make the young students glow-on persons full of life - ambitious, work-oriented, committed youth of our nation.

This study is just an humble study to join the beginnings of such studies in India.